

# Truancy Taskforce Meeting

November 17, 2016



## **I. Welcome (5 min)**

## **II. Measure (30 min)**

- Additional OSSE SY15-16 Report Elements
- Spotlight: Access Youth Early School Year Observations

## **III. Monitor (20 min)**

- Steering Committee: SY15-17 Strategic Plan Update
- Data Committee: Quarterly Reporting Update
- Policy Committee: Health Learning Sessions

## **IV. Act (25 min)**

- Welcome and Meet Student Representatives
- Every Student Succeeds Act (ESSA) Update
- Show Up, Stand Out App Update

## **V. Next Steps (10 min)**

**Measure:**

**Additional OSSE SY15-16 Report  
Elements**

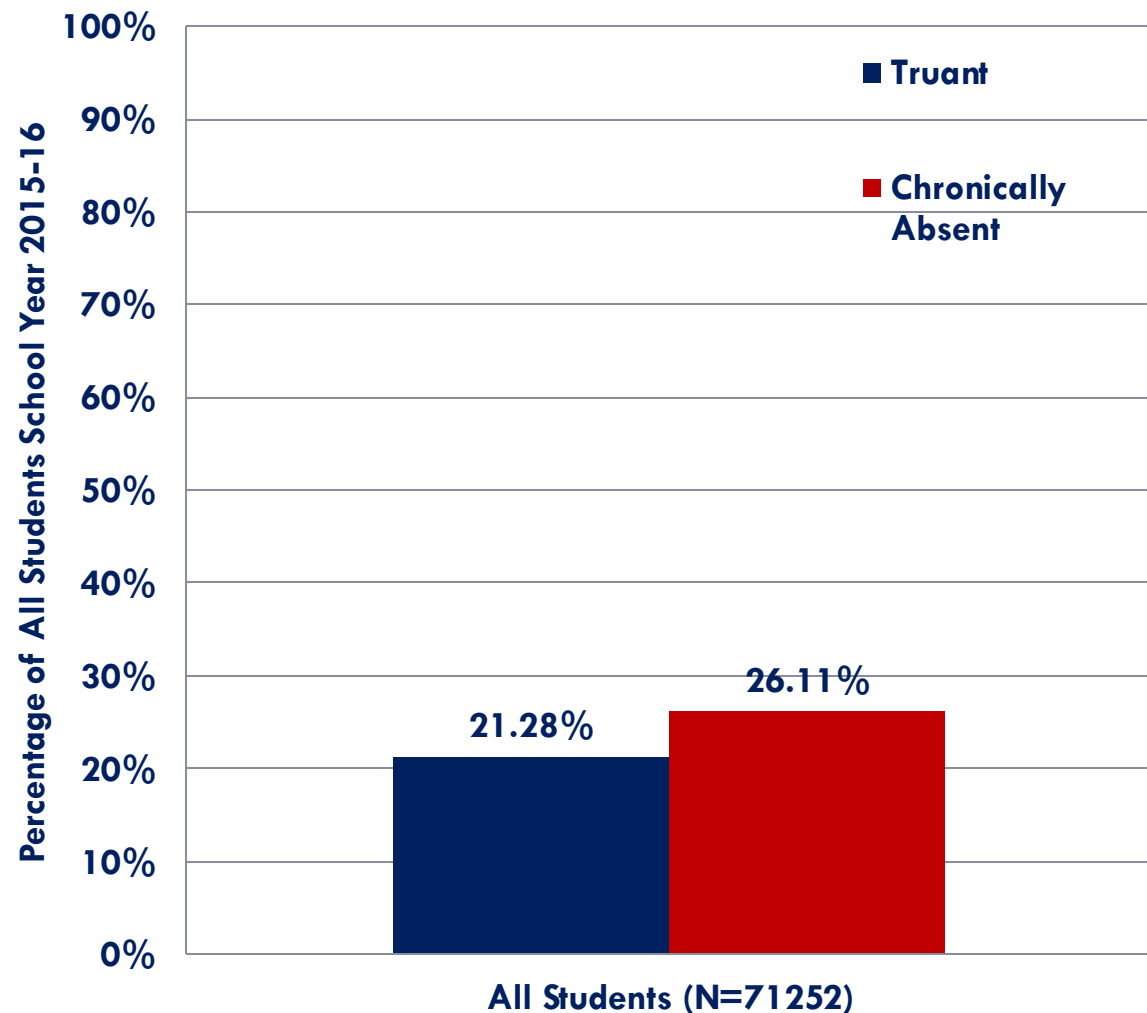
## **OSSE's State of Attendance: 2015 – 2016 School Year**

- This report is required by the recent School Attendance Clarification Amendment Act of 2016.
- The Act requires OSSE, by October 1 of each year, to publicly report on the state of absenteeism in the District based on data from the preceding school year.

## SY2015-16

- **21.28%** of students were truant.
- **26.11%** of students were chronically absent.

## Truancy and Chronic Absenteeism, All Students

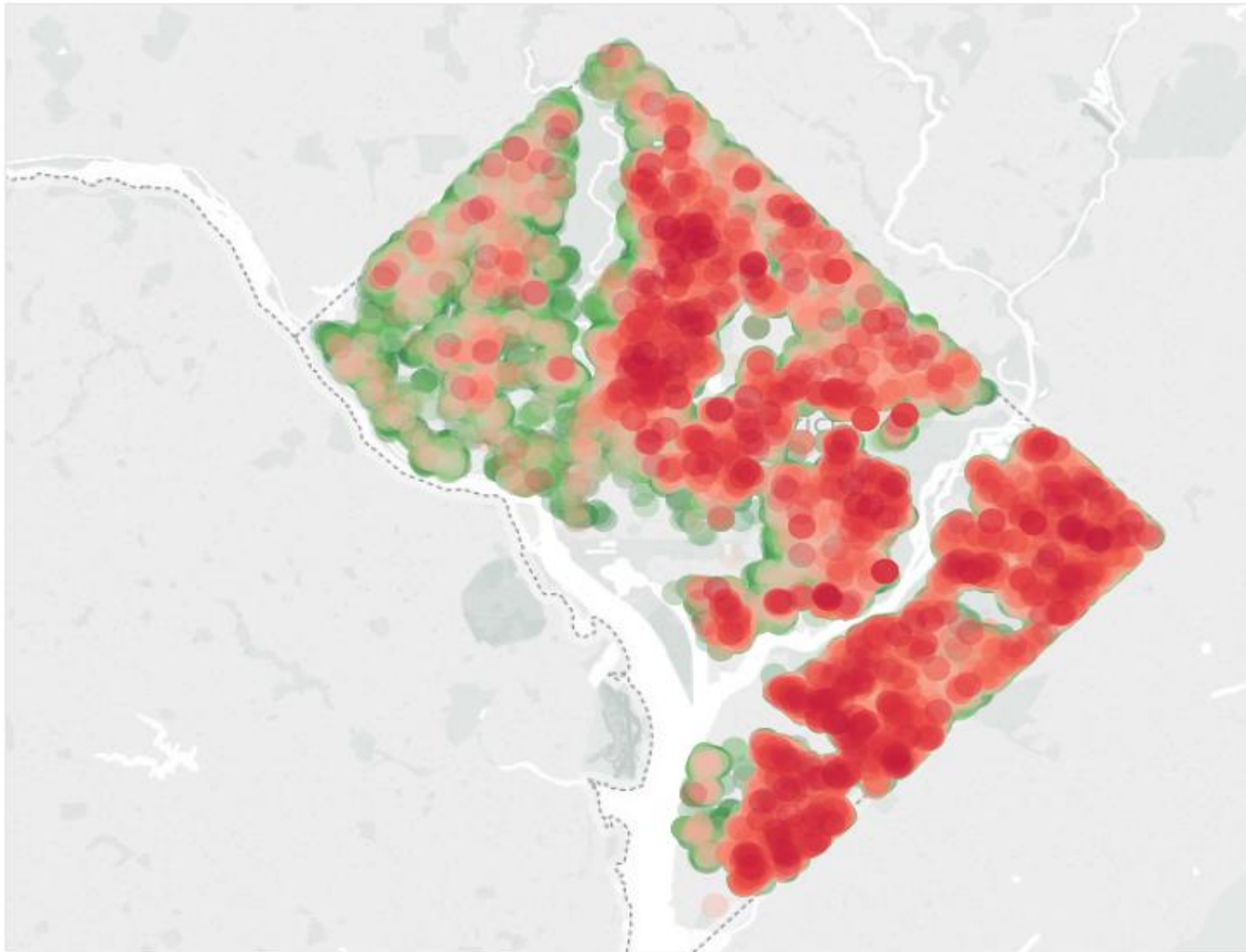


# Measure: Additional OSSE SY15-16 Report Findings

## Map of Absent Students

Attendance Rate

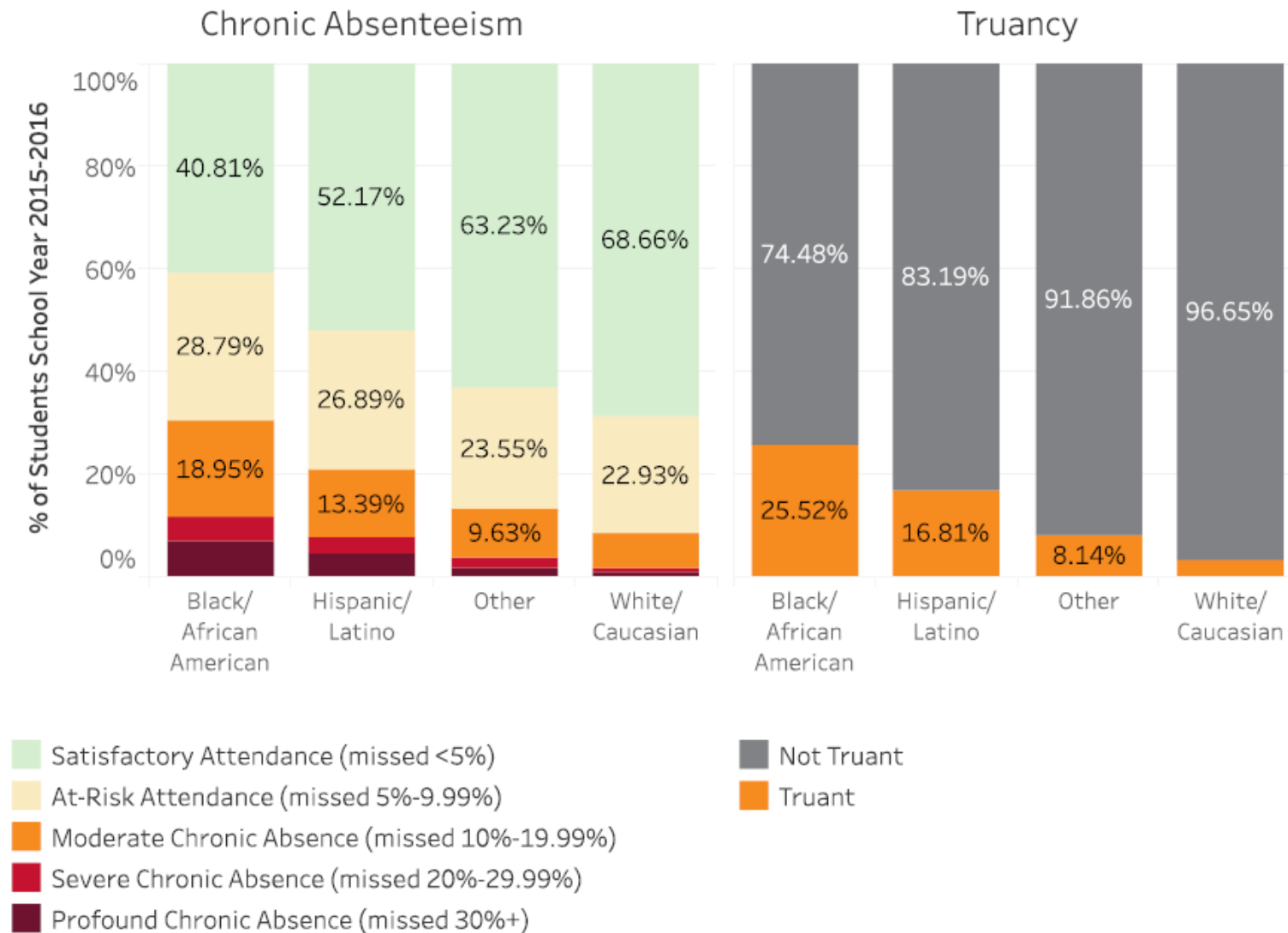
0.0%  100.0%



- DC students are color-coded according to their levels of absenteeism, with darker shades of red indicating more severe chronic absence.
- High levels of chronic absence are observed throughout Wards 1, 4, 5, 7 and 8 with Wards 7 and 8 home to both the greatest number of students who are chronically absent and students with the greatest severity in chronic absence level.

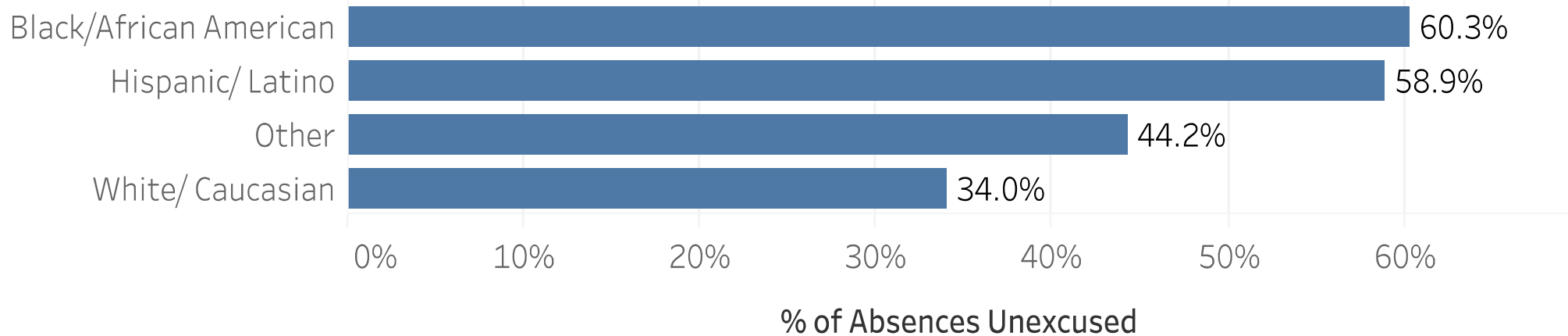
# Measure: Additional OSSE SY15-16 Report Findings

- African American students are 2.9 times more likely to be truant compared to White students, but only 1.6 times more likely to be chronically absent. Similar trends are seen among Hispanic or Latino students with Hispanic or Latino students 2.4 times more likely to be truant but only 1.3 times more likely to be chronically absent compared to White students.
- Why? (See next slide)



# Measure: Additional OSSE SY15-16 Report Findings

## Absent Students by Excuse Status by Race



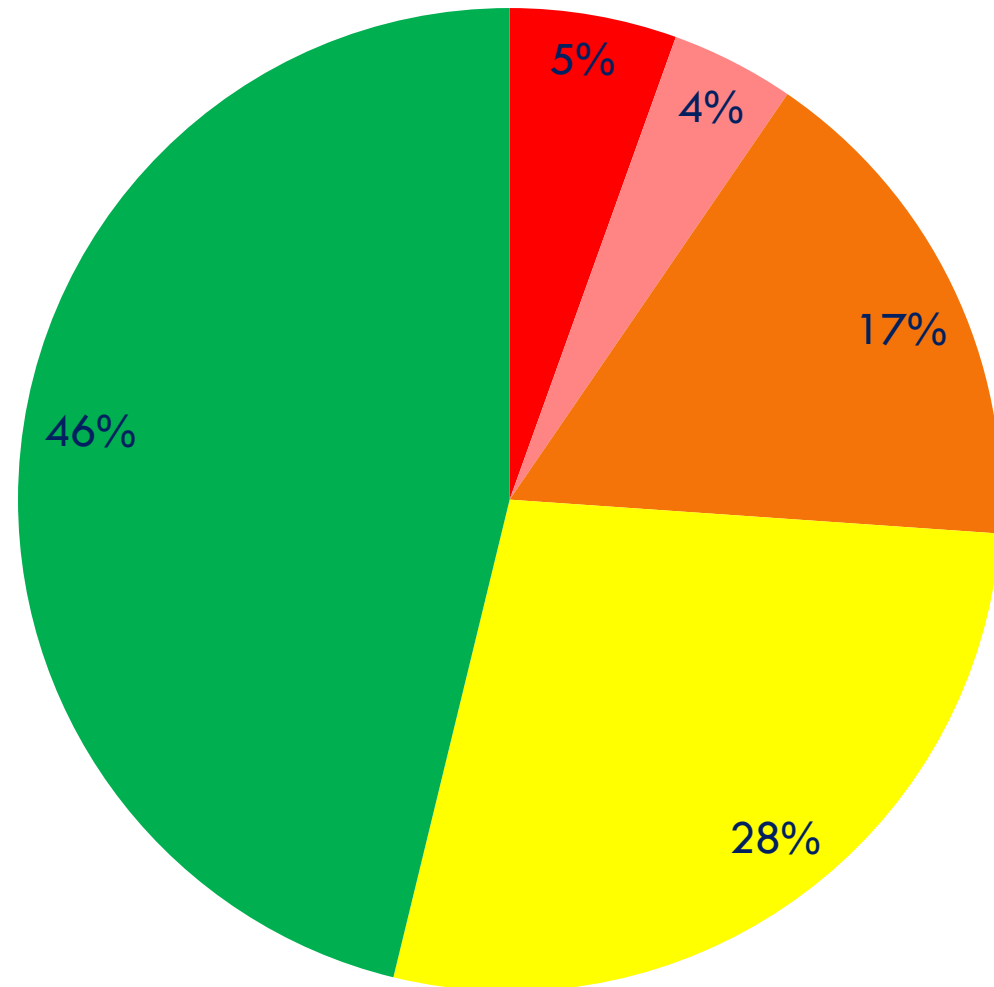
- Examining the proportion of absences which are excused versus unexcused by race reveals that African American and Hispanic or Latino students have a disproportionate number of unexcused versus excused absences compared to White students.
- This pattern persists even among students who are not identified as being chronically absent, **indicating that White students are more likely to have an absence recorded as excused compared to African American and Hispanic or Latino students**, even among students who are present on 90% or more of enrolled days.



# Measure: Additional OSSE SY15-16 Report Findings

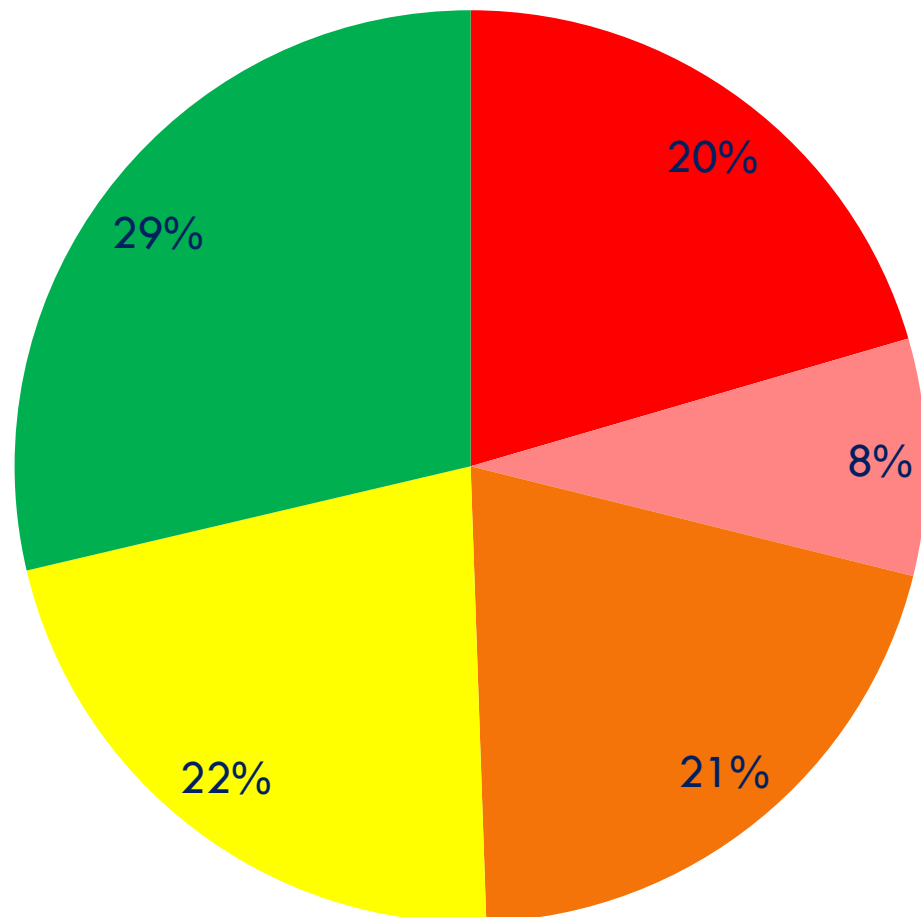
## Severity of Chronic Absence for All Students

- Profound Chronic Absence (missed 30%+)
- Severe Chronic Absence (missed 20% - 29.99%)
- Moderate Chronic Absence (missed 10% - 19.99%)
- At-Risk Attendance (missed 5% - 9.99%)
- Satisfactory Attendance (missed <5%)



## Severity of Chronic Absence for 9<sup>th</sup> Grade Students

- Profound Chronic Absence (missed 30%+)
- Severe Chronic Absence (missed 20% - 29.99%)
- Moderate Chronic Absence (missed 10% - 19.99%)
- At-Risk Attendance (missed 5% - 9.99%)
- Satisfactory Attendance (missed <5%)



**Measure:**

**Spotlight- Access Youth Early  
School Year Observations**



### A Significant Portion of the Attendance Problems We Observe:

- May be addressed with in-school solutions offered by staff and community partners
- May be “fixable” without intensive out-of-school interventions
- Require targeted investments aligned focused on where the need exists, and to solutions shown to be effective



## About Access Youth's Truancy Prevention Program

- Only community-based organization with an MOU to provide DCPS high schools with truancy prevention programming
- At 4 DCPS high schools in SY 16-17: Anacostia, Ballou, Eastern, Washington Metropolitan
- Program elements: Relationship building, Develop Plan (SST), Progress Monitoring, Support/Incentives
- Organize other attendance-related programming for broader school population (alarm clock drive, mentoring, etc.)
- Serve 75+ students directly per school year
- Results of Participating Students:
  - Rates of participating students who avoid 10 unexcused absences are 40% higher than rates among non-participants
  - Rates of participating students who avoid 15 unexcused absences are 60% higher than rates among non-participants
  - Average of 12 fewer absences (2+ weeks of school days)



## Access Youth's Target Population

- High schools with high rates of truancy/chronic absenteeism
  - Why high schools? According to OSSE's report:
    - The factor most strongly associated with both truancy and chronic absenteeism was students' grade in school.
    - Students in high school were 5.0 times more likely to be chronically absent and 4.7 times more likely to be truant than students in grades K through 5.
    - Rates of chronic absenteeism jump sharply between the 8th and 9th grade.
  - Why Anacostia, Ballou & Eastern?:
    - 68-72% rates of chronic truancy at each school
    - 1,760 chronically truant students (total) – 1/3 of chronically truant DCPS HS students

## Access Youth's Target Population

### Severity of Chronic Absence for 9<sup>th</sup> Graders

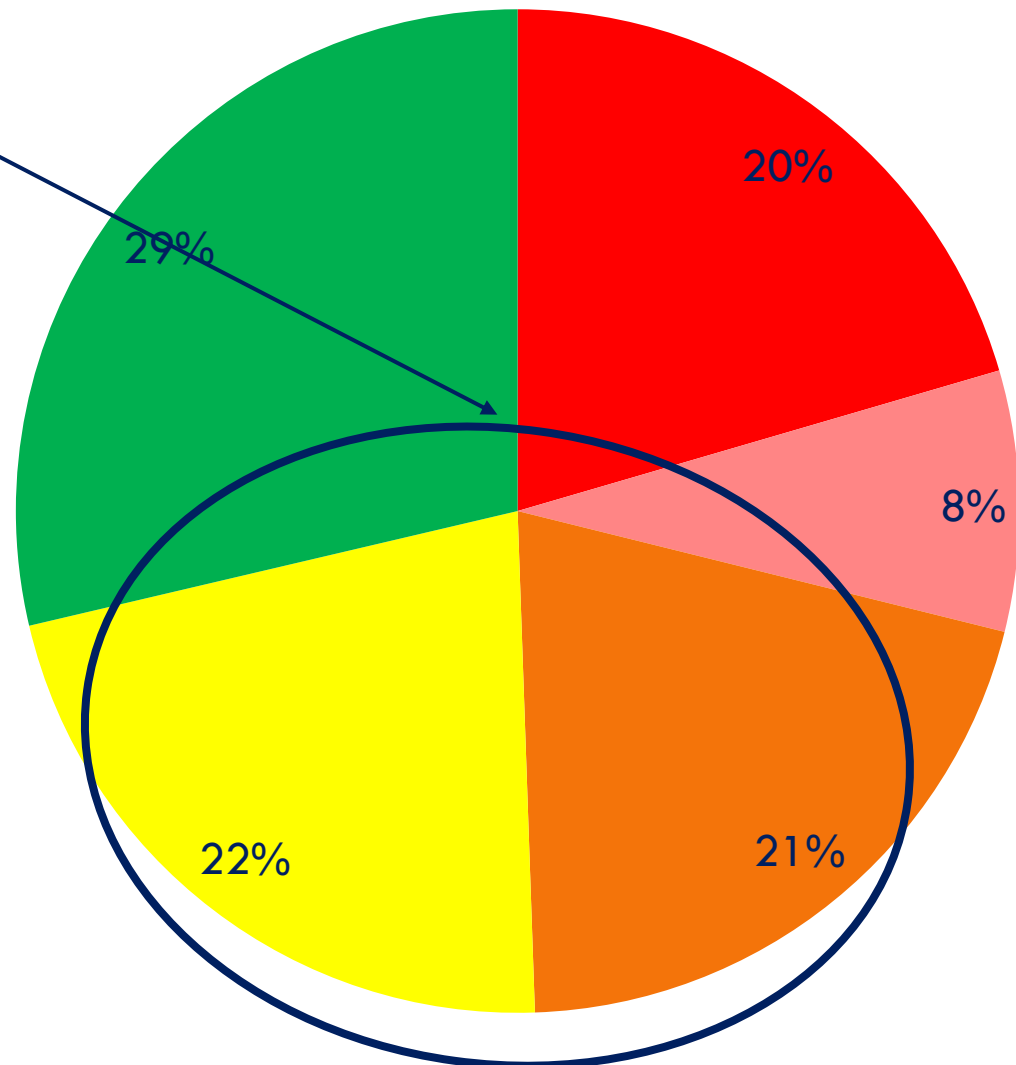
■ Profound Chronic Absence  
(missed 30%+)

■ Severe Chronic Absence  
(missed 20% - 29.99%)

■ Moderate Chronic Absence  
(missed 10% - 19.99%)

■ At-Risk Attendance (missed 5%  
- 9.99%)

■ Satisfactory Attendance  
(missed ≤5%)





# What We're Learning

- 60% of students are missing mostly portions of days or individual classes, rather than full school days
- Students are in the school building for at least a portion of the day, most days
- Attitude/Habits is/are reported as most common barrier to attendance
- 51% report this as a key factor, with issues including:
  - waking up late
  - lack of prioritization of school/classes
  - forgetting excuse notes





## What We're Learning

- School policies/practices issues are reported by 30% of our students – examples include:
  - Students marked as absent when they are present or tardy
  - Students marked absent when they were asked to leave school/class (or were suspended) for behavior issues
  - Students marked absent when on a school trip
  - Students late due to long lines to enter school
  - Students unclear about enrollment status/schedule
  - Students' excuse notes not entered into the system
  - Data entry errors or delays among teachers/staff



# Key Takeaways

- High rates of partial-day absences and attitude/habits/school-based issues = low-hanging fruit
- A significant portion of the problem may be fixable with in-school solutions
  - **Policy implementation improvements**
  - **Connections to existing resources**
  - **Intervention/prevention programs**



## What's Next?

- Consider analyses & policy reviews to undertake at school level
- Align city funding of absenteeism reduction/truancy prevention programming to where the need exists
- Align to what works

# **Monitor: Steering Committee**


# Monitor: SY15 - 17 Strategic Plan Update



Phase	Activity	Taskforce	Steering	Policy	Data	Program	Timeline
Advancing	<b>Advance Citywide Planning</b>						
	Identify agency/entity strategies	X					Jan. 2017
	Plan FY18 budget needed		X				Mar. 2017
	<b>Incorporate Youth Input</b>						
	Select and onboard student reps		X				Nov. 2016
	Identify opps for youth input		X				Jan. 2017
	Support Design Challenge II					X	Mar. 2017
	<b>Align Agency Work</b>						
	Incorporate attend. in new work			X			Mar. 2017
	Identify existing opportunities			X			Mar. 2017
	Provide guidance where needed			X			Mar. 2017
Improving	<b>Strengthen Strategic Use of Data</b>						
	Develop timeline for Ed Stat			X	X		Jan. 2017
	Revisit codes/regs to match evidence			X			Apr. 2017
	Improve agency data sharing				X		June 2017
	<b>Expand Attendance.dc.gov</b>						
	Expand resources → LEAS/families			X			Apr. 2017
	Increase site usage + comms					X	June 2017
	<b>Increase Community Outreach</b>						
	Add new campaign elements					X	June 2017
Scaling	<b>Focus on Evidence</b>						
	Continue building evidence base			X	X		Dec. 2017
	Build support for effective strategies			X			Dec. 2017
	<b>Comm./Implement Best Practices</b>						
	Share practices w/ practitioners					X	Dec. 2017
	Plan FY19 budget support		X				Dec. 2017

# Monitor: 2016-2017 Progress



- 
- Reported out using common methodology at the district and state levels
  - Launched the Every Day Counts! citywide attendance campaign
  - Conducted learning sessions on attendance SST meetings and health resources
  - Selected 4 high school Truancy Taskforce student representatives from across the city

 Taskforce/Steering Cmte    Policy Cmte    Data Cmte    Program Cmte

**TODAY**

# **Monitor: Data Committee**



## Quarterly Reporting Update from CJCC



# **Monitor: Policy Committee**

## Policy Committee Health Learning Sessions

- **Session I: SSTs and Behavioral Health Resources**
  - Charneta Scott, Project Manager, Department of Behavioral Health
  - Sean Reidy, Executive Director, Democracy Prep PCS
  - Andrea Allen, Director of Attendance & Support Services, District of Columbia Public Schools
- **Session II: School Health Services Program**
  - Christian Barrera, Policy Advisor, Office of the Deputy Mayor for Health & Human Services
- **Session III: Healthcare Coverage**
  - Colleen Sonosky, Associate Director, Division of Children's Health Services, DC Department of Health Care Finance
  - Dr. Janet Phoenix, Chair, DC Asthma Coalition

## Policy Committee Potential Collaboration Ideas

- 1) Connect attendance “A”SSTs with new Student Health Services Program staff
- 2) Build attendance indicators into DBH and DOH Metrics for new health contracts/services
- 3) Create resource guide for school staff/attendance counselors to identify/refer health services programs
- 4) Share new well child visit strategies
- 5) Launch new study between OSSE/DOH on causal link of health and attendance in DC
- 6) Expand/revisit DOEE’s Healthy Homes Initiative focused on asthma

# **Act: Every Student Succeeds Act (ESSA) Update**

# Act: Every Student Succeeds Act (ESSA) Update

## ESSA Summary

- The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and replaces the No Child Left Behind Act (NCLB) of 2001.
- ESSA helps ensure educational opportunity for all students by:
  - Holding all students to high academic standards that prepare them for success in college and careers.
  - **Ensuring accountability by guaranteeing that when students fall behind, states redirect resources into what works to help them and their schools improve, with a particular focus on the very lowest-performing schools, high schools with high dropout rates, and schools with achievement gaps.**
  - Empowering state and local decision-makers to develop their own strong systems for school improvement based upon evidence, rather than imposing cookie-cutter federal solutions like the No Child Left Behind Act did.

- **Opportunities for Engagement**
  - **Fall 2016 and Winter 2016-17:** Parent focus groups (time and location TBA)
    - OSSE will be engaging with parents on messaging and format of the school report card. Per the current proposed regulations DC will submit its first report card based on the new ESSA requirements in December **2018**.
  - **January-February, 2017:** Community-based meetings (all wards)
    - OSSE is collaborating with the DC State Board of Education (SBOE) to host meetings in all eight wards to review the draft state education plan once it is posted for a public comment period. Dates and times for these meetings will be shared as they are confirmed.

# **Act: Truancy Taskforce Student Representatives**

# Act: Truancy Taskforce Student Representatives

- Contacted and disseminated application materials through Access Youth, Communities in Schools, DCPS high schools, public charter high schools, OSSE's LEA Look Forward, PCSB's Bulletin, Teach for America
- Conducted on-site interviews at applicants' schools before making the final selection of student representatives
- Provided onboarding for all 4 student representatives to acclimate them to the work of the Taskforce and the important role they play in sharing DC youth voice



# Student Representative: Pamela Harrington



## Connection to DC

- Has lived in DC for 10 years.
- Lives in Ward 8.

## Schooling

- Currently attends Washington Mathematics Science Technology Public Charter High School (WMST).
- Has attended Plummer Elementary School, John Phillip Sousa Middle School and Anacostia High School.

## Involvement

- Is in the choir, Upward Bound Program and Big Brothers Big Sisters.
- Joined because she loves music and the other programs can help her with her academics.

## Future Goals

- Wants to join the Air Force. While there, plans to receive degrees in music and culinary arts.

# Student Representative: Pamela Harrington



- If not physically present at school, cannot receive work, then cannot receive a grade for that work
- That will likely result in a failing grade for many classes

- When I miss school days, I miss individual lessons
- In turn, I miss coursework and homework
- This causes me to fall behind in class

# Student Representative: Dominick Hogans



## Connection to DC

- Has lived in DC his entire life.
- Lives in Ward 3.

## Schooling

- Currently attends Woodrow Wilson High School.
- Previously has attended Hyde-Addison Elementary School and Washington Latin Public Charter School.

## Involvement

- Is in a men's leadership club, environmental club and on the varsity basketball team.
- Joined because leadership is a good thing in life for men, likes environmental science and loves the sport of basketball.

## Future Goals

- Wants to play basketball overseas. If basketball doesn't work out, wants to become a pediatrician or physical therapist.

# Student Representative: Dominick Hogans



- Colleges and universities look at attendance when making admission decisions
- Missing class results in missed learning and knowledge

- I have friends that are smart and received good grades but when they started missing class, teachers began labeling them as “bad” kids even though they were facing barriers in coming to school

# Student Representative: Rahel Mideksa



## Connection to DC

- Has lived in DC for almost 9 years.
- Lives in Ward 2.

## Schooling

- Currently attends Columbia Heights Education Campus.
- Previously has attended Powell Elementary School, MacFarland Middle School and Chavez Prep Middle School.

## Involvement

- Is in the Young Women's Project, Vote 16USA, Resilient Hands, a Washington Teachers' Union Student Representative and works at American Wireless.
- Joined organizations to become part of the change and have youth voice represented in various aspects of the community.

## Future Goals

- Want to study international human rights and bioethics then work for UNESCO and travel to developing countries to advocate for women and children.

# Student Representative: Rahel Mideksa



- Education is the key to success
- Wants the minds of tomorrow to be well educated and equipped to succeed and being in school allows that to happen
- Education allows change and empowerment

- I personally struggled with attendance because I have to work to support my family
- When I miss school my grades drop as did my understanding of the class and my experience of school suffered as well

# Student Representative: Aaron White



## Connection to DC

- Has lived in DC for 8 years but was born here.
- Lives in Ward 5.

## Schooling

- Currently attends Roosevelt High School.
- Previously has attended Hardy Middle School, and Woodrow Wilson High School.

## Involvement

- Is in Access Youth, Student Workshop, a mentoring program with a law firm and the volleyball manager.
- Joined to learn new skills/strengthen current ones and help others that are in need

## Future Goals

- Wants to be financially successful.

# Student Representative: Aaron White



- School is the key to achieving future goals
- Good attendance allows for a well paying career eventually and facilitates learning how to be a responsible adult

- Having a certain amount of unexcused absences will trigger the courts to get involved
- I want to get go to college and get a good paying job and the fear of this happening to me has motivated me to have better attendance



**Act:**

**Show Up, Stand Out Attendance  
App Update**



SHOW UP, **STAND**  
 **OUT**

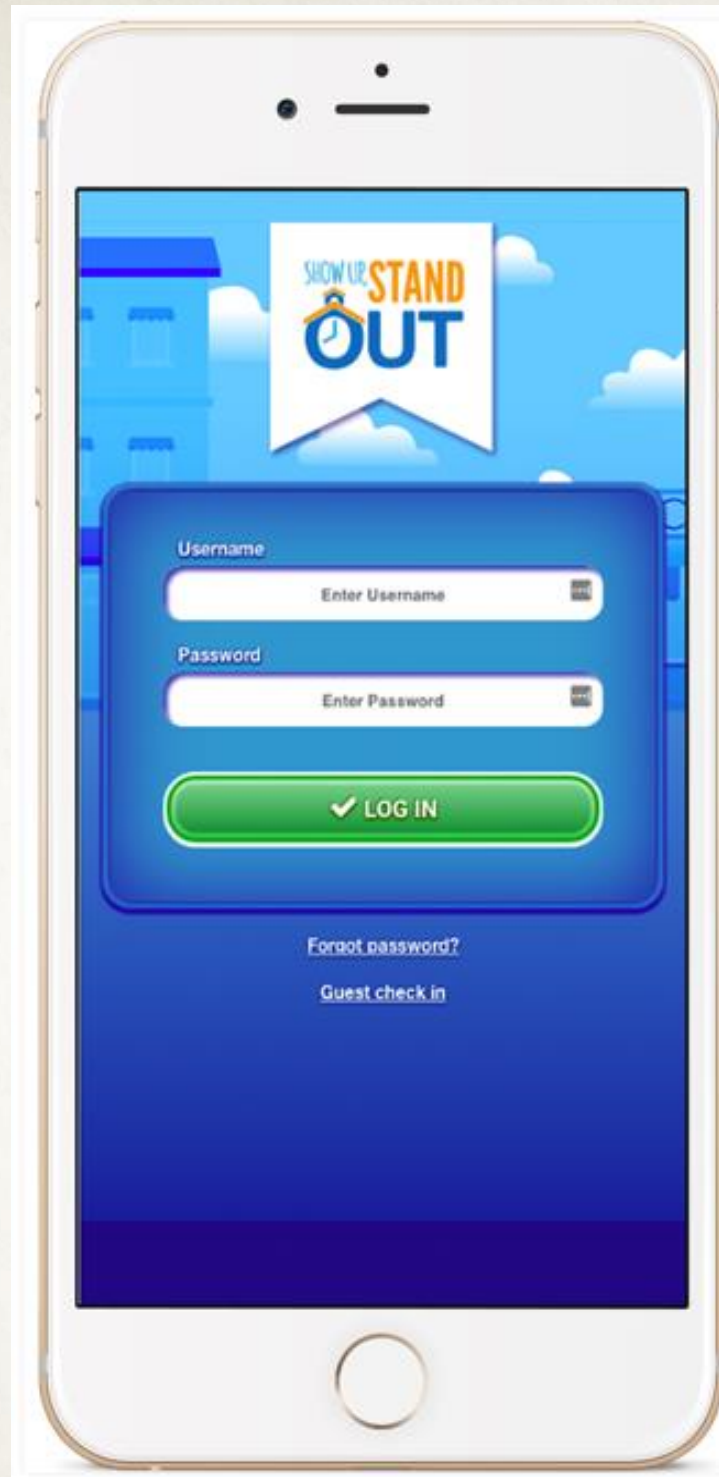


# *The Show Up, Stand Out App*

- Informed by research
- **A Unique Idea:** Group students into teams
- Leverages positive peer-pressure to encourage students to attend school everyday
- Awards prizes quarterly to high scoring teams and individuals



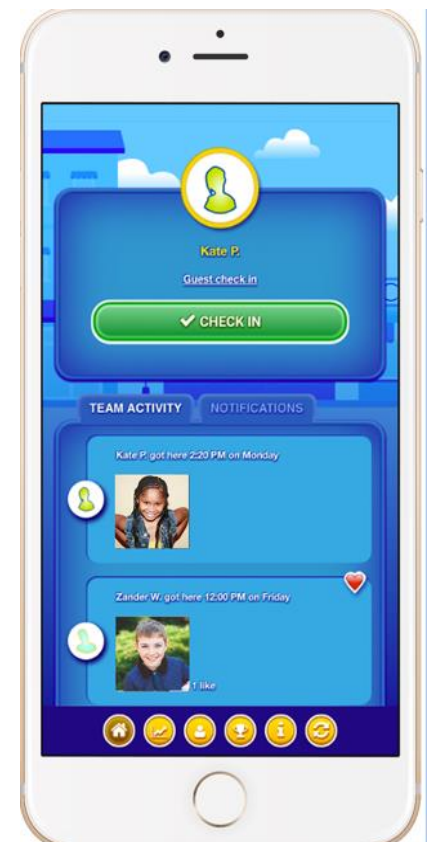
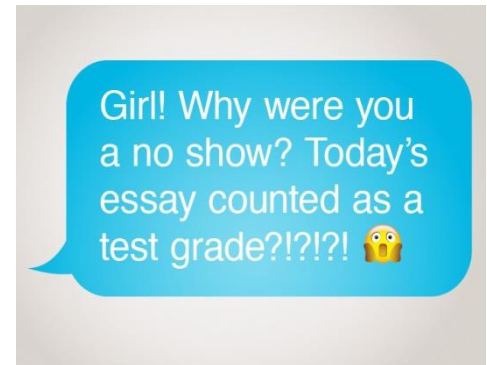




# The SUSO App



- **Sign up:** Use your username, password to join a student team.
- **Teams:**
  - Established at the youth club level. Clubs compete against other clubs, both in the same school and city-wide.
  - 3-7 students (can fluctuate based on club size).
  - All SUSO referrals can opt-in to participate.
  - Focus: 8<sup>th</sup> graders (for 2016).



# Getting Started: Students

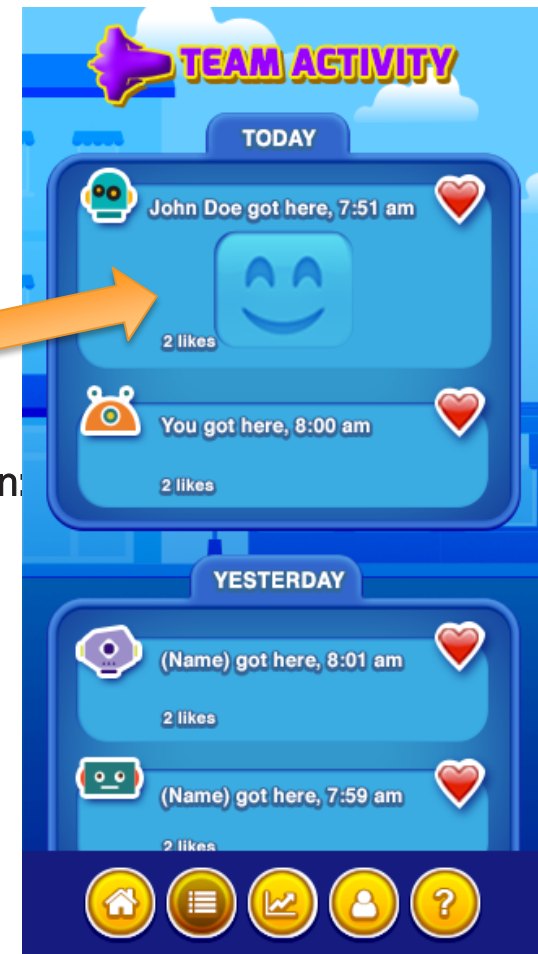
- **Check-in:** Students who have a smartphone, both Android and iOS, are eligible for automatic check-in.

- Username and password
- Device ID



- **Guest Check-in:** Students who do not have a cell phone will be able to check-in on a friend's phone using their username and password
- **Want to Score More Points?** A tips and advice section in the app will give users helpful and practical resources for getting to school.

**The Selfie Check-in**  
Upload a photo of yourself when you check in



“Like” your teammates activity

# SUSO App Prizes



- At the end of each quarter, we will contact the club leaders of the top 3 performing teams to verify their attendance.

## Prize Periods:

- October 31, 2016 – January 19 2017
- January 21, 2017 – March 31, 2017
- April 3, 2017 – June 14, 2017





# SUSO App Prizes



## What are the prizes?

- Sponsored slots in exclusive summer experiences and workshops at local colleges (Summer 2017)
- 5 \$100 Gift Cards to Adidas
- Donated swag from local sports teams
- Awards or plaques of distinction – Potential to highlight at school honor days?





- **Taskforce**

- Next Meeting: January 30<sup>th</sup>, 2017

- **Committees**

- **Steering Committee:**

- Plan for Design Challenge II
- Identify Opportunities for Youth Input

- **Data Committee:**

- Continue Data Plan Implementation
- Develop Timeline for Ed Stat

- **Policy Committee:**

- Follow-up on Health and Attendance Learnings
- Develop Timeline for Ed Stat

- **Program Committee:**

- Update [attendance.dc.gov](http://attendance.dc.gov)
- Create and Share Additional Resources for Parents and LEAs

# **Appendix**

## **Policy Committee Health Learning Session Summaries**

# Many Health Resources Available to Students

- ***Health***

- School Health Services Program (Care Coordinators + Community Navigators)
- School Health Clinics

- ***Behavioral Health***

- School Mental Health Program (47 DCPS & 23 PCS)
- Primary Project (21 DCPS and 10 PCS)
- Healthy Futures (26 Existing Sites and 23 New Sites)
- Comprehensive Plan for Expanding Early Childhood and School Based Behavioral Health Services
- Evaluation of the Health Education Standards Behavioral
- Health Care Ombudsman Program
- Training for Teachers and Educators
- Parent/guardian resource guide and youth resource guide

- ***Insurance Coverage & Medicaid/CHIP***

- Only 2.3% of DC children lack health care coverage

- Many schools still lack the staffing needed to meet the need for SSTs that uncover root causes (multiple meetings and follow-up needed)
- Limited ability to track impact of care/health on student outcomes
- Only 63% of youth receiving well child visit

CMS 416	DC FY 14	FY14 Natl	DC FY15	FY15 Natl
Participant Ratio (0-20)	63%	59%	63%	58%
Under 1	90%	88%	88%	89%
1-2	83%	77%	78%	78%
3-5	71%	67%	70%	68%
6-9	63%	57%	62%	55%
10-14	60%	52%	61%	53%
15-18	51%	43%	51%	44%
19-20	31%	24%	33%	25%

- Need for catalogue of truancy/health/attendance resources for LEAs
- Asthma associated with absenteeism nationally and a leading health issue locally